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ABSTRACT

This book examines current assessment practices in higher education and offers suggestions on planning assessment programs, carrying them out, and using the results to improve academic programs. Examples from all types of institutions (community colleges, liberal arts colleges, and comprehensive, doctoral and research institutions) are used to illustrate various assessment activities. Chapter 1 presents six assessment essentials; developing learning goals and objectives; planning for assessment; involving faculty, staff, and students; selecting and designing methods; reporting and using results; and assessing the assessment program. Chapter 2 offers a discussion on developing learning goals and objectives and a description of assessment planning. Chapter 3 suggests ways to encourage faculty and student involvement in assessment. Chapter 4 contains background information on selecting and designing instruments, with an emphasis on careful articulation of selection criteria; chapters 5 through 7 offer additional information about various assessment techniques, including performance assessment, collecting classroom assessment information, and using focus groups and other qualitative methods. Chapters 8 through 10 apply the information presented about process to particular situations, such as determining if students are ready for the workplace or further education. Chapter 11 discusses reporting and using assessment information, and Chapter 12 talks about making choices. (Contains approximately 335 references.) (CH)

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